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ABSTRACT

Presents North Carolina Community College System's (NCCCS's) 2001-2003 Strategic Plan. Contains the following items: a mission statement; planning assumptions for 2001-2003 by strategic initiatives; goals and objectives: 2001-2003 Strategic Plan; and appendices. The mission of the NCCCS is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, and improve the lives and well-being of individuals by providing: education, training, and retraining for the workforce; support for economic development through services to and in partnership with business and industry; and services to communities and individuals, which improve the quality of life. NCCCS's planning assumptions/strategic initiatives include: (1) training the workforce for emerging high-skill jobs and a changing global workforce; (2) serving the lifelong learning needs of diverse populations; (3) promoting quality and flexible programs and services; (4) procuring and allocating essential resources for the system; and (5) leveraging the power of technology. Items included in the appendices are: a glossary of terms; a list of contact information for the State Board of Community Colleges; a list of the members of the Planning Council; a list of the members of the Advisory Committee; and a list of members of the Environmental Scanning Teams. (VWC)

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NCCCS

2001-2003

Strategic Plan

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Adopted by
State Board of Community Colleges
May 19, 2000

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MISSION for North Carolina Community College System

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry.
- Services to communities and individuals, which improve the quality of life.

(Affirmed 21 October 1999 by System Planning Council)

Planning Assumptions for 2001-2003

by Strategic Initiatives

Train the Workforce for Emerging High-Skill Jobs and a Changing Global Workforce

1. Business and industrial education/training needs will require community colleges to develop short, focused, modular certification programs that lead to curriculum credit.

2. Large percentages of adults in North Carolina are at a low level of literacy and, therefore, cannot function successfully in personal and/or work situations. Community colleges will need to assist these adults to become ready for work. Many of these adults will need "people" skills as well as literacy and technological skills.

3. To meet the needs of adults lacking literacy and technological skills, faculty and staff must be current with appropriate technologies. Professional development to prepare faculty and staff for the changing workplace and the diverse student population must continue to be provided.

4. Production and manufacturing work is perceived as less valued in much of society; therefore, community colleges must aggressively recruit individuals for vocational and technical careers.

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Serve the Lifelong Learning Needs of Diverse Populations

1. Community colleges must provide opportunities for training, retraining, and lifelong learning. Lifelong learning opportunities must be provided for jobs now and in the future. Effective and flexible program delivery systems should be designed to meet the needs of multiple career individuals.

2. North Carolina will continue to attract international business and industry. Community colleges must expand programs to meet the needs of multicultural learners and develop programs so that North Carolina will be globally competitive and prepared to meet the needs of new and existing industries. Faculty and staff must exhibit increased multicultural awareness. English as a Second Language, Basic Skills, and workforce training programs must be customized and expanded to support non-English-speaking learners.

3. All physically challenged learners must be given the opportunity to meet their full potential.

4. Many citizens move from ánd within many educational/training systems. Strategic partnerships must enhance education/training opportunities. Clear competencies for each learner's educational program must be articulated.

5. Documented competencies are increasingly required for entry-level jobs, mandating a seamless K-16 education system. Community colleges will continue to see an influx of students between 16 and 24 years old and must prepare to meet their needs. Community colleges must strengthen contacts in other educational systems (as early as late primary and middle school grades) to serve this increasing population.

6. As ethnic and cultural diversity grows in North Carolina, community colleges must develop an environment to foster tolerance and acceptance of language, culture, and lifestyle differences.

Promote Quality and Flexible Programs and Services

1. The future of the North Carolina Community Colleges requires increased emphasis on partnerships and collaboration with business and industry, public schools, universities, community-based organizations, and the public sector. Partnerships with other state agencies, private companies, proprietary schools, and community organizations will be important for community college students to have access to the technology used in the workplace.

2. Regional and geographic differences across the state will require flexibility in community colleges' design of programs and delivery of services.

3. The changing demands of work and family in a diverse society will necessitate greater flexibility in time, place, and length of community college courses. Students will require colleges to offer additional support services. Technology based delivery systems can provide flexible, customized programs. Technology should be used to benefit students in every aspect of the community college (i.e., library research, model simulation), not just the classroom.

4. Technology must be used to increase basic skills while increasing the functional computer literacy of undereducated adults. Distance learning technology must be integrated with other innovative approaches to skill development.

5. Historically, many of our colleges provide cultural and leisure activities for adults and the community. Community colleges are encouraged to offer cultural and leisure programming to enhance the lives of the individuals in the community.

Procure and Allocate Essential Resources for the System

1. Community colleges should advance a clear mission and develop appropriate measures of outcomes to justify their funding.

2. Community colleges must adapt to the changing needs of their customers and adjust their instruction and programs accordingly to be competitive.

3. Political support will increase with visibility and a united community college message. Collaboration with business, industry, higher education, public schools, community groups, alumni, foundations, trustees, boards, the faculty association, and students must be cultivated. Community college funding must be protected given competing statewide needs.

4. Technology requires continuous planning and upgrading of equipment, software, and facilities. Planning for technology must be an on-going process rather than a one-time issue. Funding for technology must be stable and ongoing.

5. Community colleges should anticipate and prepare for enrollment growth, including regular term growth from an increased number of high school graduates and in-migration; expanded capacity as a result of summer term curriculum funding, establishment of the virtual learning community; and increased emphasis on multi-campus colleges and off-campus centers.

Leverage the Power of Technology

1. Since virtually all work and education will take place in an environment permeated by technology, students must be involved in learning situations that enable them to use technology.

2. Given the growing numbers of students in basic skills and developmental programs, community colleges must use technology more effectively to address the educational needs of underserved and undereducated adults, particularly those in rural areas of the state.

3. Community colleges must enhance the programming delivered via technology to business and industry.

4. The growing needs of distance learners must be addressed through developing the communication infrastructure and through using technology to promote academic success.

5. Technology must contribute to creating delivery systems that provide flexible, customized, accessible, up-to-date educational programs.

6. Partnerships with other state agencies, private companies, proprietary schools, and community organizations will be necessary to increase accessibility to technology for all adults.

7. Renovations of older facilities will be required to support the increased use of information technology.

8. Administrative, financial, regulatory, and accrediting barriers to the effective use of technology at the colleges must be reduced.

9. Although an increasing number of people will have access to information technology resources, there will remain a significant proportion of North Carolinians who will not have access to the technology and will therefore need support from their community colleges. Community colleges must play a major role in closing the digital divide across the state of North Carolina.

10. Because of the shortened life cycle of both hardware and software and the ongoing costs for maintenance and support, the State and community colleges must regard information technology as an operational cost, not as a capital expenditure.

11. The distance learning environment makes meaningless geographical and service area boundaries. Therefore, community colleges must reassess policies and procedures in light of the competitive market for students and faculty that distance education programs create.

12. Given the anticipated overall enrollment increase and the recent increases in distance learning offerings, it is expected that distance education offerings and enrollment will show dramatic increases over the next ten years. The North Carolina Community College System must monitor closely the impact of distance education on student retention and success, the quality of instruction, and resource allocation and expenditures.

Goals and Objectives
2001-2003 *Strategic Plan*
North Carolina Community College System

Train the Workforce for Emerging High-Skill Jobs and a Changing Global Workforce

Goal 1: In collaboration with *Regional Economic Development Partnerships*, identify the workforce needs of emerging jobs in rural and urban economies in North Carolina.

1.1 By 2002 identify emerging businesses and industries.

1.2 By 2003 conduct needs assessments of emerging businesses and industries (if current assessments are not available); organize needs by *industry cluster*; and develop *incentive funding*.

Goal 2: Develop and implement the educational and training programs necessary to meet the workforce needs of each region and college service area.

2.1 By 2003 develop and implement focused training programs that lead to certification and/or curriculum credit in response to identified workforce needs.

2.2 By 2003 develop and implement associate degree programs in areas identified in workforce needs assessments.

2.3 By 2003 achieve a 90 percent satisfaction rating on a statewide survey designed to determine employer satisfaction with the North Carolina Community College System meeting workforce training needs.

Goal 3: Promote recruitment, retention and development of high quality faculty and staff necessary to achieve the educational and training objectives of the community college system and provide North Carolina with a world-class workforce.

3.1 By 2003 develop a strategy to increase by 5 percent the year-to-year retention of *full-time faculty* hired within the last five years.

Italicized words are defined in the glossary.

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3.2 As an interim step to reaching the national average, increase by 2003 average salaries of *full-time faculty* and staff from 83.3 percent of the Southern Regional Education Board (SREB) average to the SREB average.

3.3 By 2003 assess the need for professional development programs for faculty and staff and develop a strategy for addressing the identified needs.

3.4 By 2003 identify strategies for aggressively recruiting highly qualified individuals for faculty positions.

Serve the Lifelong Learning Needs of Diverse Populations

Goal 4: Provide learners the opportunity to develop essential skills for lifelong learning.

4.1 By 2003 increase by 10 percent the percentage of *basic skills learners* who annually complete the level entered.

4.2 By 2003 increase by 10 percent the percentage of *basic skills learners* and high school graduates who continue their education at community colleges.

4.3 Based upon available data, increase by 2003 the percentage of learners who achieve their stated goals to 90 percent.

4.4 By 2003 increase by 4 percent the retention rate of *award-seeking curriculum learners*.

4.5 By 2003 enhance awareness of community colleges as a cultural arts resource.

Goal 5: Upgrade and retrain learners for the workplace through flexible, accessible, customized educational and training programs.

5.1 By 2003 increase by 10 percent the number of education and training opportunities available through *alternate delivery systems.*

5.2 By 2003 increase the funding level of *occupational extension* offerings to that of *curriculum programs.*

Italicized words are defined in the glossary.

Goal 6: Provide educational and training opportunities that meet the needs of diverse and physically challenged populations.

6.1 By 2003 increase participation in English as a Second Language (ESL) by 10 percent.

6.2 By 2002 establish and maintain partnerships at each community college with local, regional, and state agencies and employers to facilitate welfare to work transitions.

6.3 By 2003 identify the needs of underrepresented community college populations, as well as barriers to enrollment and success.

6.4 By 2002 each community college will provide professional development opportunities regarding the needs of diverse student populations and strategies for addressing those needs.

6.5 By 2002 conduct a statewide assessment of the special needs of physically challenged learners and obtain funding to meet those needs.

Promote Quality and Flexible Programs and Services

Goal 7: Develop innovative and flexible programs and services that meet the needs of the workforce and the economy.

7.1 By 2003 determine statewide workforce needs and develop innovative and flexible programs and services to address those needs.

7.2 By 2003 develop a process to identify regulatory barriers that impede the development of innovative and flexible programs and services and develop a plan to address identified barriers.

7.3 By 2003 identify *"best practices"* utilized by colleges in meeting *developmental learners* needs and disseminate the information obtained.

Goal 8: Expand public awareness of and support for the North Carolina Community College System.

8.1 By 2003 measure effectiveness of the statewide marketing plan developed in 2000.

Italicized words are defined in the glossary.

8.2 By 2003 increase public awareness of the role of community colleges in economic development.

8.3 By 2003 identify stable funding for ongoing statewide marketing efforts.

Goal 9: Utilize appropriate measures of quality for the improvement of programs and services.

9.1 Monitor *performance measures and standards* implemented in 2000 to determine their reliability and validity.

9.2 By 2003, develop and implement a process to review all college programs and educational support services on a periodic basis.

Procure and Allocate Essential Resources for the System

Goal 10: Continuously research, analyze and secure the funding necessary to fulfill the mission of the North Carolina Community College System.

10.1 Assess unmet fiscal needs in preparation for the 2001-2003 biennial budget.

10.2 Adopt a unified budget request for the 2001-2003 biennium by developing a timeline and a strategy, which includes input from all stakeholders.

10.3 Advance the unified budget request for recommendation by the governor and enactment by the General Assembly through 2001-2003.

Goal 11: Assess and modify allocation methods to ensure equitable distribution of funds that meet the needs of the North Carolina Community College System.

11.1 Identify and study resource allocation issues as directed by the General Assembly or defined by stakeholders by October 2001.

11.2 By January 2002 adopt recommendations for more equitable resource allocation methods.

11.3 By June 2002 evaluate the effectiveness and equity of the simplified operating budget funding formula.

Italicized words are defined in the glossary.

Goal 12: Develop processes for measuring the effectiveness of resource allocations and utilization.

12.1 By June 2003 develop and implement new monitoring systems for college expenditure data, utilizing the *data warehouse* that will provide local and state decision-makers with consistent, comparative cost data.

12.2 By July 2001 utilize *performance measures* for determining the carry forward of funds.

Goal 13: Acquire and maintain the facilities, equipment and learning resources to support the educational and training objectives of the community college system.

13.1 By December 2001 assess the impact of *HB 275* (1999 Session) on the replacement cycle of instructional equipment and technology and develop a plan for renewal and replacement.

13.2 By 2003 acquire funding to increase total *Assignable Square Footage (ASF)* by 3.6 million square feet as identified in the 1999-2000 MGT facilities survey.

13.3 By 2003 acquire the funding to address 50 percent of the renovation and repair needs identified in the February 2000 repair and renovation survey.

13.4 By 2002 acquire recurring funds to support the learning resources, including *NC-LIVE*, as documented in the MGT ***Funding Formula Study: Phase 4 Report***.

Leverage the Power of Technology

Goal 14: Encourage and support faculty and staff in the effective and efficient uses of instructional technology and administrative computing systems.

14.1 By 2002 community colleges will have technology plans that include (1) assessing campus climate toward technology; (2) identifying barriers to the adoption of innovative uses of technology; (3) defining best practices in the use of technology; and (4) identifying technology competencies for faculty and staff.

14.2 By 2002 adopt *incentives* at both the college level and the System level for faculty and staff to implement innovative and effective uses of technology.

Italicized words are defined in the glossary.

Goal 15: Expand the distance learning options to increase educational opportunities for all adults.

15.1 By 2002 each college will have a distance learning component in its technology plan that includes goals, implementation strategies, and evaluation processes.

15.2 By 2003 the System will develop and implement processes for effective collaboration on distance learning among colleges and other entities, including public schools and universities.

15.3 By 2003 a statewide distance learning network for delivering instruction and services will be implemented and fully operational.

15.4 By 2003 the *Virtual Learning Community* will have permanent funding, will have at least five complete programs online, and will have the needed support services available.

Goal 16: Develop, implement, and evaluate the new *management information system*.

16.1 By 2001 the *Steering Committee for the Information Systems for the Future* project will evaluate the success of the new *College Information System* implemented at the eight pilot colleges.

16.2 By 2003 the *College Information System* software will be in use at a minimum of 35 additional colleges (or a total of 43).

16.3 By 2003 the *data warehouse* project will be fully implemented, and a process will be in place for evaluation and future enhancements.

Italicized words are defined in the glossary.

APPENDIX

Appendix A.....Glossary of Terms

Appendix B.....NC State Board of Community Colleges

Appendix C.....Planning Council

Appendix D.....Advisory Committee

Appendix E.....Environmental Scanning Teams

Glossary of Terms

Alternate delivery system: Instruction delivered through technology in ways other than the traditional face-to-face lecture/discussion method.

Assignable square footage: Assignable square footage includes classrooms, laboratories, offices, general use spaces, and study facilities. Excluded are non-assignable areas, such as hallways, storage areas, and restrooms. For calculating new construction needs, a standard of 100 square feet per full-time equivalent (FTE) student was adopted by the State Board of Community Colleges.

Award-seeking curriculum learners: Students enrolled in credit programs who have stated their intention to earn a certificate, diploma, or associate degree.

Basic skills learners: Students enrolled in Adult Basic Education (ABE), General Educational Development (GED), Adult High School Diploma (AHSD), Compensatory Education (CED), or English as a Second Language.

Best practices: A superior method or an innovative practice that contributes to improved performance.

College information system: An integrated software system used by the community colleges to manage college activities and provide data for required state-level reporting, that includes curriculum and continuing education student information, human resources information, financial information and facilities information.

Curriculum programs: Programs made up of credit courses leading to certificates, diplomas, or associate degrees that range in length from one semester to two years.

Data warehouse: Data about all community colleges that is reported by the colleges to the System Office and maintained in a state-level database, along with software to facilitate access to the data by executives and knowledge workers.

Developmental learners: Adult learners enrolled in developmental studies programs for remediation prior to their enrollment in college-level courses.

Full-time faculty: Employed on an annual contract for at least nine months as a full-time employee.

Funding Formula Study: Phase 4 Report: Through a special provision enacted in 1998, the State Board of Community Colleges contracted with MGT of America, Inc., to conduct a study of the community college capital allocation process and a study of performance-based budgeting. The library funding model was also included in this study. The report was adopted by the State Board of Community Colleges on 2/19/1999 and was submitted to the Joint Legislative Appropriations Subcommittees on Education and the Fiscal Research Division of the General Assembly.

Goals: Sets a four- to five-year direction for addressing strategic initiatives.

HB 275: This refers to House Bill 275 passed by the General Assembly in the 1999 session. This bill appropriated $22 million for the 1999-2000 fiscal year and $56.5 million for the 2000-2001 fiscal year from the Employment Security Commission Training and Employment Account. Funds are designated for specific purposes.

Incentives: Motivations for engaging in desired behavior. These motivations may be external or internal, such as monetary rewards or public recognition of achievements.

Incentive funding: Funds allocated based upon colleges meeting the standards for performance measures. The incentive funding model uses funds that would normally revert to the State to reward colleges that meet the performance standards.

Industry cluster: Labor-based industry clusters are groups of sectors that utilize similar labor skills.

Management Information System: The comprehensive information system that includes both the college-level information system and the state-level data warehouse.

NC-LIVE: North Carolina Libraries for Virtual Education (NC-LIVE) is a statewide electronic library project that includes the State Library, the North Carolina Community College System, the University of North Carolina System, and the North Carolina Independent Colleges. The purpose of the project is to provide equal access to a range of electronic information and resources.

Objectives: Specific steps for achieving a goal. The objectives are written to be completed within two years and are measurable.

Occupational extension: Non-credit occupational skill training courses designed to train, retrain and upgrade individuals for current or future job skills.

Performance measures and standards: A set of measures adopted by the NC State Board of Community Colleges for institutional accountability and performance funding. Standards, or levels of performance, have been established for each measure.

Regional Economic Development Partnerships: The counties of North Carolina have been organized into seven joint public/private partnerships for economic development. North Carolina's regional partnerships enable regions to independently market for new investment and to devise effective economic development strategies based on regional opportunities and advantages.

Steering Committee for the Information Systems for the Future: The Steering Committee represents community college and System Office staff. Its purposes are the following: (1) to define and communicate the case for improving the administrative systems for the North Carolina Community College System; (2) to establish a vision that ties together the system's academic needs and aspirations with a proposed financial, student and business systems architecture; (3) to develop a set of planning principles that will help define the scope and character of the project as well as provide the means to evaluate its outcomes; and (4) to establish, through an assessment of various tradeoffs, the high-level scope, boundaries and priorities of the project(s).

Strategic Plan: An ends-oriented approach to planning that focuses on assessment of the organization's internal strengths and weaknesses and the organization's fit with the external educational environment. The result is a clear sense of organizational direction resulting from conscious decisions about the role of the organization. The ongoing objective is the creation of a match among environmental opportunities, institutional values and strengths, coupled with resources available to support action in high-priority areas. (Nichols, James, *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, 1995)

Virtual learning community: Multiple delivery strategies that enable just-in-time, self-directed, self-paced learning. The virtual learning community embraces multiple delivery strategies that are flexible regarding time, place, and instructional design.

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North Carolina Community College System

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